

# Year 3 Curriculum Overview



## Geography

### Why are jungles so wet?

- \* Build up a knowledge of countries and major cities of the world, including South America
- \* Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Understand that they are imaginary lines that circle the Earth
- \* Name some similarities and differences between NW England and the Amazon Basin in terms of their physical and human features (Rainforests)
  - \* Label the layers of the rainforest.
- \* Know there are distinct biomes and 'tropics' and know what the features of a specific biome are
- \* Know the names of and begin to locate some of the world's largest deserts
- \* Describe and understand key aspects of human geography including settlement and land-use (deforestation)
  - \* Locate places on a globe
- \* Recognise, name and locate the seven continents and five oceans on a globe, atlas and the internet
- \* Describe the location of the continents and oceans in relation to the North and South Poles and the Equator.
- \* Recognise the differences between physical and human aspects (landscape, climate, buildings) of a small area in the UK

## History

## Science

### Scientific Enquiry

- \*I can ask questions and use different types of scientific enquiries to answer them.
  - \*I can set up simple practical enquiries, comparative and fair tests.
- \*I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers.
  - \*I can gather, record, classify and present data in a variety of ways to help in answering questions.
- \*I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- \*I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.
  - \*I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- \*I can explain differences, similarities or changes related to simple scientific ideas and processes.
- \*I can use straightforward scientific evidence to answer questions or to support my findings.

### Scientific Knowledge

- \*I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- \*I can explore the requirements of plants for growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
  - \*I can investigate the way in which water is transported within plants.
- \*I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.